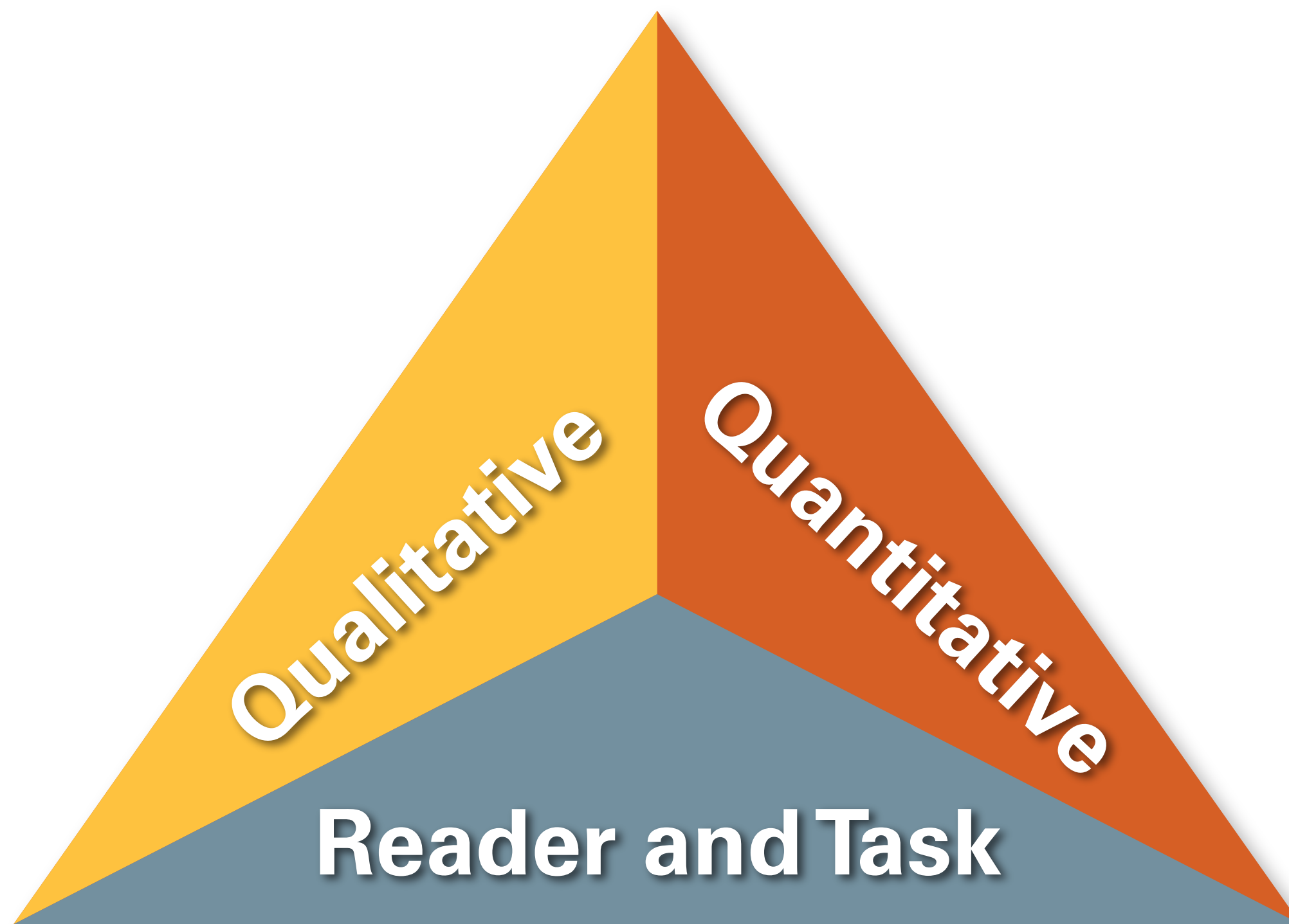


TEXT COMPLEXITY



Qualitative evaluation of the text:

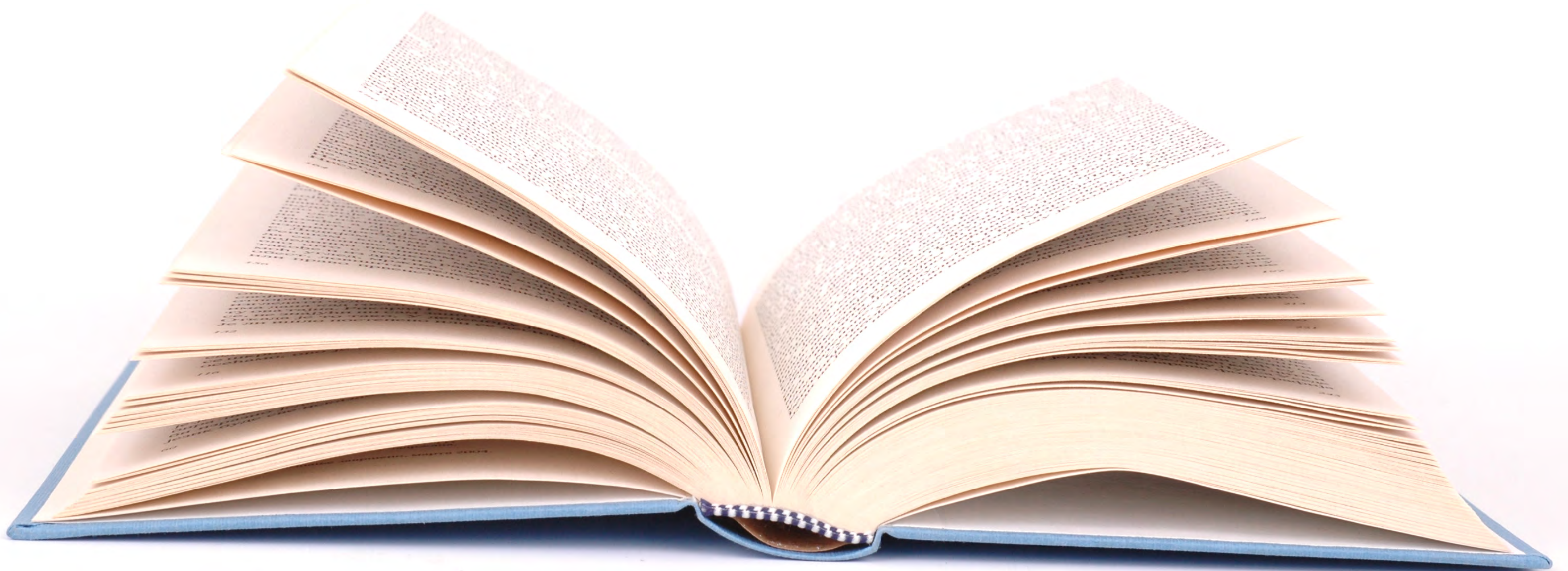
Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

HOW TO DO A CLOSE READING



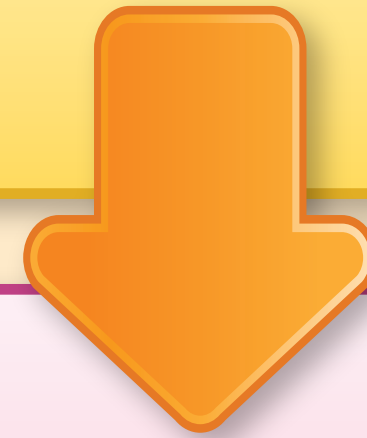
1. Read with a pencil in hand, annotate the text.

2. Look for patterns in the things you've noticed about the text – repetitions, contradictions, similarities.

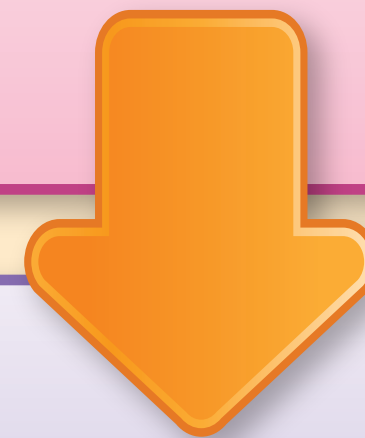
3. Ask questions about the patterns you've noticed – especially how and why?

SCAFFOLDING...

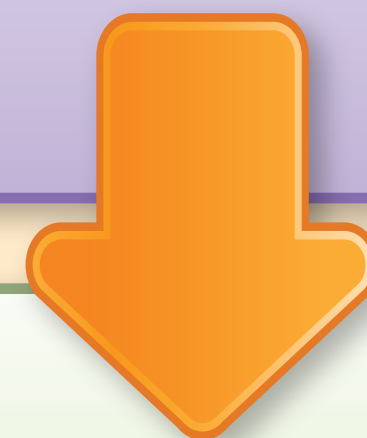
helps students access complex texts directly.



allows the reader a first encounter with minimal clarifications.



guides the reader with follow-up support.



encourages re-reading.

Scaffolding doesn't mean:

- reducing complexity of text
- replacing the text
- telling students what they are going to learn